

A View of Charter Public Schools in Detroit

School Funding

Source: Anderson Economic Group
May 2003 Report — Total Revenue Data (Local, State and Federal)

Most charter schools in Detroit receive \$1,000 to \$2,000 less per student than Detroit Public Schools. Even at \$1,000 more than charters, DPS receives \$140 million more for its students than charters would.

School	Revenue per Student	Difference vs. DPS
Detroit Public Schools	\$8,532	
Academy of Oak Park	\$6,661	(\$1,871)
Allen Academy	\$7,369	(\$1,163)
Center for Literacy & Creativity	\$8,117	(\$415)
Cesar Chavez Academy	\$7,739	(\$793)
Chandler Park Academy	\$7,384	(\$1,148)
Colin Powell Academy	\$7,112	(\$1,420)
Commonwealth Community Devel. Acad.	\$7,130	(\$1,402)
David Ellis Academy	\$7,810	(\$722)
Detroit Academy of Arts & Sciences	\$7,066	(\$1,466)
Detroit Community High School	\$7,033	(\$1,499)
Detroit School of Industrial Arts	\$6,941	(\$1,602)
Dove Academy	\$6,879	(\$1,653)
George Crockett Academy	\$7,622	(\$910)
Hope Academy	\$7,302	(\$1,230)
M. Luther King Jr. Ed. Center	\$7,304	(\$1,228)
M. Winans Acad. of Performing Arts	\$7,417	(\$1,115)
Nataki Talibah Schoolhouse of Detroit	\$6,286	(\$2,246)
Old Redford Academy	\$7,254	(\$1,278)
Timbuktu Acad. of Science & Technology	\$7,820	(\$712)
Voyageur Academy	\$7,808	(\$724)
Weston Technical Academy	\$6,672	(\$1,860)
Woodward Academy	\$6,836	(\$1,696)
YMCA Service Learning Academy	\$6,847	(\$1,685)

Academics

Detroit charter public schools exceeded or tied Detroit Public Schools scores in six of 10 grades/subjects on the 2004 MEAPs, including by 12 points in 7th-grade writing. All 7th- and 8th-grade scores exceeded or tied DPS.

"We transferred two of my nieces and two nephews to the Academy of Oak Park because they needed more help in all of their subjects," said Jacina Frazier. "They weren't doing well in Detroit Public Schools, even though they were receiving tutoring. They have smaller class sizes and more attentive teachers. The school lets me know whenever something is going on."

— Michigan Chronicle, November 2004

Almost 70 percent of Detroit charters exceeded or nearly equaled DPS (came within 5 percentage points) in 4th-grade reading and 8th-grade science and math.

Just 8 percent of charters in Detroit failed to make adequate yearly progress and are in restructuring phases of the state's accreditation process. In contrast, 36 percent of Detroit Public Schools — 71 — are in these phases.

Deborah Johnson has her eighth-grade daughter Latrice on two charter waiting lists because she is worried her children aren't getting a good education. A classmate broke her 13-year-old daughter's wrist with a combination lock after gym class. "They couldn't keep her safe," Johnson said. "I have no faith in DPS. I want my kids somewhere where they will go the extra mile."

— Detroit News, December 6, 2004

Types of Schools

Detroit is home to 40 charter public schools. Half include high school. The charters include schools that **focus** on:

- back-to-basics education;
- performing arts;
- Afro-centric culture and curriculum;
- adjudicated youth;
- former dropouts; and
- preparation for careers in the health, automotive, technology fields.

Detroit has a charter serving a largely Hispanic population and another that serves primarily Arab-American families.

Shared traits of charter schools include:

- high expectations for every child;
- greater-than-normal levels of student assessment and individualized attention;
- small schools and small class sizes that enable teachers and administrators to know students well;
- encouragement of high levels of parent involvement and parental education programs.

But 34-year-old Detroiters Tina Wilson, who switched her children from the district to a charter in 1998, said more charter schools will benefit parents and students. "If you don't have any choice, you are stuck with the same old thing," she said, adding that her children's charter school, Detroit Academy of Arts & Sciences, is safer and better at improving their weaknesses.

— Detroit News, July 15, 2004

Teachers

Detroit charter public schools employ more than 1,200 teachers. A number of schools have 90 percent to 100 percent of their teachers fully state-certified, including Casa Richard Academy, Dove Academy, Plymouth Educational Center, Warrendale Charter Academy, Woodward Academy and University Preparatory Academy.



2004-05 Michigan Charter Public Schools

Enrollment Data



Total enrollment — 82,855 students, up 8,476 from 74,379; 1% growth (58% of growth is new schools)

19 new schools — 4,952 new students (261 students on average; 7 had 300+ students; 11 had 200+ students)

154 schools — 71% — had increases or remained steady (w/in 5 of last year's total, including new schools)

Six of the 10 schools with the largest enrollment gains include high school grades.

Wayne County — 35,093, up 2,954 from 32,139; 9% growth (6 new schools; 1,460 students - 49% of growth)

Oakland County — 10,508, up 1,829 from 8,679; 21% growth (5 new schools; 1,795 students - 98% of growth)

Macomb County — 3,590, up 1,047 from 2,543; 41% growth (2 new schools, 617 students - 59% of growth)

Kent County — 6,875, up 559 from 6,316; 9% growth (no new schools)

Genesee County — 4,569, up 363 from 4,206; 9% growth (1 new school, 192 students — 53% of growth)

Ottawa County — 2,174, up 235 from 1,939; 12% growth (no new schools; all 5 schools in county grew)

St. Clair County — 1,402, up 221 from 1,181; 19% growth (1 new school, 70 students — 32% of growth;

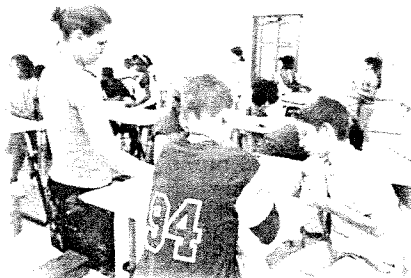
9 of 11 schools are the ISD's charters, serving as alternative high schools)

Saginaw County — 1,525, down 15 from 1,541; 1% decline (no new schools)

Ingham County — 1,945, down 106 from 2,051; 5% decline (no new schools)

Top Gainers

School	Grades	City	# Students	# Gain	% Gain
Old Redford Academy	K-11	Detroit	1,131	471	71%
Hamtramck Academy	K-5	Hamtramck	391	267	215%
Summit Academy North	K-12	Flat Rock	1,279	225	21%
Detroit Academy of Arts & Sciences	K-12	Detroit	2,349	201	9%
Bradford Academy	K-6	Southfield	441	171	63%
Academy for Business & Technology	K-12	Dearborn Heights	666	167	165%
Conner Creek Academy	K-11	Warren	813	140	21%
Vista Charter Academy	K-8	Grand Rapids	622	131	27%
Charyl Stockwell Academy	K-8	Howell	500	130	35%
Universal Academy	K-10	Detroit	270	127	89%



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Detroit Charters Prove Achievement 2003 MEAP Scores Exceeding or Within 5 Points of DPS

School	Yr Open	Math 4	Read 4	Writ 4	Sci 5	Soc 5	Read 7	Writ 7	Math 8	Sci 8	Soc 8
Aisha Shule/WEB Dubois	94-95	15.4	38.5	38.5	36.3	4.3	65	45	31.6	40	20
Acad. of Detroit West	95-96	31.7	41	15	58.8	10.2					
Allen Academy	99-00	18.9	26.5	26.5	26.4	0	16.3	24.4	0	20.7	3.4
Beacon International	99-00	70.6	14.7	17.6	44.8	0					
Center for Lit. & Creativity	98-99	77.8	77.8	38.9	29.4	5.9	43.8	31.3	63.7	45.5	45.5
Cesar Chavez Academy	96-97	42.2	51.8	41.7	49.1	4.8					
Chandler Park Academy	97-98	10.3	17.9	5.6	15.4	2.6					
Colin Powell Academy	96-97	51	70.4	39.6	73.7	10.3	40.7	70.4	26.9	61.5	38.4
Commonwealth Communi	96-97	15.1	34.2	13.7							
David Ellis Academy	98-99	41.6	83.4	29.2	82.8	3.4	68	96	39.3	75	25
Detroit Acad. of Arts & Sci	97-98	23.7	41.3	25.3	59.6	9.3	31.9	35.1	17.1	18.8	3.8
Detroit Advantage Acad.	00-01	9.1	28.4	25	35.7	1.2	24	48			
Discovery Elementary	96-97	35	35	0	66.7	4.8	55.6	35.3			
Dove Academy of Detroit	97-98	40.4	59.6	40.4	58.1	0	36.4	83.3			
Edison Public School	98-99	60.3	46.7	32.8	46.5	4.4	51.8	78.6	51.7	47.3	18.7
George Crockett Acad.	98-99	43.9	76.9	14.6	46.7	10	56.4	52.7	37.1	57.5	9.4
Hope Academy	98-99	49.3	44.8	52.2	55.5	1.4					
Hope of Detroit Acad.	99-00	21.2	27.6	10.6	52.3	0	25	40.6	9.4	35.5	16.1
Martin Luther King Jr.	95-96	95.6	91.7	68	100	70					
Marvin L Winans Acad.	97-98	43.8	68.8	41.7	71.1	11.1	40	62.2	41.3	28.3	10.9
Nataki Talibah School	95-96	45.1	51.6	27.4	57.1	1.8	70	80	50	65.4	19.2
Old Redford Academy	99-00	33.3	77.8	33.3	54.7	3.8	42.8	32.2	12	44	8
Pierre Toussaint Acad.	98-99	35.7	63.4	19.5	69.3	15.4	23.3	50	73.7	35	10
Plymouth Educational	95-96	65.2	68.5	31.2	67.8	12.2	38.7	43.8	17.6	33.3	7.9
Ross Hill Academy	98-99	50	56.8	25	22	0	35.8	40.4	71.4	55	4.8
Star International Acad.	98-99	46	30.2	55.6	59.6	4.3	34.3	62.8	51.9	51.1	18.2
Timbuktu Academy of	97-98	42.9	42.5	34.1	34.6	3.8	28.6	57.1			
Voyageur Academy	98-99	31.5	38.9	14.8	27.6	2.1					
Weston Tech. Academy	98-99						21.4	41.4	5.5	15.2	4.4
Woodward Academy	96-97	18.3	39.4	37.2	22.6	0	22.7	15.7	17.1	22.7	13.6
YMCA Service Learning	99-00	45.4	47.5	24.1	65.4	13	38.1	74.6	24.4	26.9	21.2
Detroit Public Schools		45.4	54.9	30.2	53.9	13.2	31.5	36.4	19.9	30.2	9.9

Detroit charters not included: High schools only - Universal, Charlotte Forten, Casa Richard, Detroit Community, Detroit School of Industrial Arts, HEART Academy. Schools for youth facing serious troubles: Benjamin Carson and Marilyn F. Lundy. Also, Joy Preparatory serves only grades K-3; University Preparatory and University Public Serve grades 6-7 and 6-8 respectively.

NOTE: Scores highlighted in blue meet or exceed DPS scores; scores highlighted in yellow are within 5 points of DPS scores.



Detroit Charters Prove Achievement 2004 MEAP Scores Exceeding or Within 5 Points of DPS

	4 Math	4 Rdg	4 Writ.	5 Sci.	5 Soc.	7 Rdg	7 Writ.	8 Math	8 Sci.	8 soc.
Academy of Detroit West	79	52	28	73	38					
Aisha Shule/WEB Dubois	32	59	23	35	0	32	32	33	38	10
Allen Academy	46	59	9	14	0	47	11	6	13	0
Center for Literacy and Creativity		52	55		0	50	53	73	82	38
Cesar Chavez Academy	31	44	30	75	38	31	24	36	43	5
Chandler Park Academy	53	65	15	27	0	52	5	23	38	2
Colin Powell Academy	56	62	48	50	2	57	51	64	72	20
Commonwealth Community Development Academy	45	48	20							
David Ellis Academy	72	93	24	83	4	82	46	35	70	38
Detroit Acad. of Arts & Sciences	50	60	16	43	2	33	31	18	20	2
Detroit Advantage Academy	17	59	25	33	7	26	13	47	43	2
Detroit Merit Charter Academy	19	47	31	49	8					
Dove Academy	47	65	49	52	6					
George Crockett Academy	52	71	16	66	15	26	21	37	58	11
Hope Academy	58	57	48	58	3					
Hope of Detroit Academy	53	23	13	70	2	26	76	22	36	4
Marilyn F Lundy Academy						10	26	88	4	0
MLK Jr. Education Center Acad.	71	88	53	80	55					
Mid-Michigan Leadership Acad.	31	36	20	44	3	42	8	24	33	0
Winans Acad. of Performing Arts	51	71	35	67	4	56	54	50	42	13
Navigator Academy				25	8					
Plymouth Education Center	90	66	31	60	13	94	16	86	37	6
Ross Hill Academy	47	59	12	54	22	55	29	61	85	13
Star International Academy	46	58	37	38	5	43	42	42	24	2
Timbuktu Acad.-Science & Tech.	75	79	32	44	7	38	44	11	44	0
Universal Academy				21	0	26	69	48	26	7
University Preparatory						43	48	35	28	6
Voyageur Academy	50	45	26	48	0	42	76	27	43	5
Warrendale Charter Academy	24	47	10	34	1	36	32			
Weston Technical Academy						17	41	10	19	1
Woodward Academy	24	41	22	32	3	28	20	26	28	4
YMCA Service Learning Center	75	68	44	75	14	53	48	67	45	15
Detroit Public Schools	55	60	32	54	13	40	26	32	34	9

Detroit charters not included: High schools & schools for youth facing serious troubles - Charlotte Forten, Casa Richard, Detroit Community, Detroit School of Industrial Arts, HEART Academy, Benjamin Carson, Blanche Kelso.. Also, Joy Preparatory serves only grades K-3.

NOTE: Scores highlighted in blue meet or exceed DPS scores; scores highlighted in yellow are within 5 points of DPS scores.

Continued Gains:

2004 Charter Public School MEAP Scores

Produced by the Michigan Association of Public School Academics
June 14, 2004



State & Charter School 2004 MEAP Scores — Year-Over-Year Difference

- Year-over-year changes in **charter public schools outpaced or tied state gains in seven grades/subjects.**
- State average cumulative score was up 16 percentage points; the charter cumulative average was up 20 percentage points.

Grade/Subject	State Average +/- Change	Charter Average +/- Change
4 th Grade Math	+8	+9
4 th Grade Reading	+4	+9
4 th Grade Writing	+1	+1
5 th Grade Science	+1	0
5 th Grade Soc. Studies	+3	+3
7 th Grade Reading	0	-1
7 th Grade Writing	-9	-9
8 th Grade Math	+11	+11
8 th Grade Science	+1	0
8 th Grade Soc. Studies	-4	-3
Total Gain	16 percentage pts.	20 percentage pts.

Miscellaneous 2004 Highlights

- Most charter schools improved their scores. More than 70 percent of charters increased their cumulative 4th-grade scores. Nearly 70 percent increased their 8th-grade scores.
- Nearly 60 percent of charters increased their 4th-grade scores by 10 percentage points or more; nearly half increased those scores by 20 points or more.



Comparison Between State Averages & Charter Scores

- Charters **substantially increase their scores within a few years of opening.** Schools open 7+ years are within 8-14 percentage points of the state average in all grades/subjects and scored 2-12 points higher than schools open 1-4 years.

	State Average	C's Open 7 or more years (Diff. from C's Open 1-4 yrs.)	C's Open 1-4 years
4 th Grade Math	73	59 (=)	59
4 th Grade Reading	79	67 (+8)	59
4 th Grade Writing	48	38 (+12)	26
5 th Grade Science	78	64 (+8)	56
5 th Grade Soc. Studies	31	19 (+7)	12
7 th Grade Reading	61	49 (+4)	45
7 th Grade Writing	47	39 (+4)	35
8 th Grade Math	63	52 (+2)	50
8 th Grade Science	66	52 (+11)	41
8 th Grade Soc. Studies	29	19 (+7)	12

Comparisons Between Charters in Major Urban Cities & Local Districts

- **Detroit charters exceed or tie Detroit Public Schools (DPS)** scores in six of 10 grades/subjects, including by 12 points in 7th-grade writing. All 7th- and 8th-grade scores exceed or tie DPS, showing again that the longer students stay in charters, the better they do academically.

	DPS	Charters in Detroit (Diff. from DPS)
4 th Grade Math	55	54 (-1)
4 th Grade Reading	60	61 (+1)
4 th Grade Writing	32	29 (-3)
5 th Grade Science	54	50 (-4)
5 th Grade Soc. Studies	13	9 (-4)
7 th Grade Reading	40	41 (+1)
7 th Grade Writing	26	38 (+12)
8 th Grade Math	32	38 (+6)
8 th Grade Science	34	37 (+3)
8 th Grade Soc. Studies	9	9 (=)

Additional Detroit Highlights (supplemental charts available)

- ✓ Almost 80 percent of Detroit charters exceed or nearly equal DPS in 7th-grade writing.
- ✓ Almost 70 percent of Detroit charters exceed or nearly equal DPS in 4th-grade reading and 8th-grade science and math.
- ✓ About 60 percent of Detroit charters exceed or nearly equal DPS in 7th-grade reading, 4th-grade math and 8th-grade social studies.

Please see *Urban Comparisons* on back

MICHIGAN CHARTER PUBLIC SCHOOLS

BRIEF PROFILES

Chatfield School in Lapeer (grades K-6; 270 students), has excellent academic scores — often the highest in the area — and features an extensive environmental education program that serves students from many schools. Chatfield leaders have secured nearly \$1 million to construct an environmental education building, complete with overnight accommodations. Michigan Department of Environmental Quality staff members are astounded by the program and say it's one of a kind.



Every student at ***Martin Luther King Academy in Detroit***, (grades K-6; 225 students), learns to play the violin. The school has superior MEAP scores: fourth- and 5th-grade scores surpass the local traditional district in every subject by 37 - 57 percentage points. Its scores also topped the state average in every subject by 17 - 42 percentage points.

Star International Academy in Dearborn Heights (grades 1-8; 45 students) serves a primarily Arab-American population, helping students assimilate to

American culture and flourish academically. Nearly all students — 96 percent — enter the school with limited English proficiency skills. Yet the school, which saved \$1 million from its per-pupil state aid so it could move this fall to a modern, new facility, has escalated learning enough that its students outperformed Detroit Public Schools in eight of 10 grades and subjects on the 2003 MEAP tests.

Black River Public School in Holland (grades 4-12; 500 students) features a Montessori approach to learning. It has the highest MEAP scores in the county and is among the top statewide. It offers more Advanced Placement classes than its peers and has an excellent graduation rate. Its seniors earn substantial amounts of college scholarship dollars. Enrollment escalated about 70 percent in two years. About one-third of students test below grade level when they first enroll. About 35 percent of students are minorities. Black River has a vibrant fine arts program and features a hands-on, experiential-learning “Project Term” the last four weeks of each year. The school will add first- through third-grade in fall 2004; a substantial 150 parents recently attended an informational meeting about those grades.

Charyl Stockwell Academy in Howell (grades K-8; 370 students) has excellent academic results, is attuned to the needs of each child, has received a federal grant for expanding its character education program, and uses an intensive, schoolwide quality improvement process. The character education program helped foster a 96 percent decline in office discipline referrals from 1997 to 2003. The school is leading-edge with its special education efforts, helping large numbers of children overcome their learning challenges and go on to shine in the regular classroom. A teacher support team plans individualized instruction and monitors of student progress in 10-week increments. A new program for gifted and talented children is being launched. Stockwell has been declared a Glasser Quality School by the William Glasser Institute. Staff participate in more than 10 days of professional development each year (double the state requirement), and the school is creating an extensive, multi-year teacher training program.



Midland Academy of Advanced and Creative Studies (grades K-10; 253 students) is data-driven, using the state MEAP and national Terra Nova tests and sometimes creating its own tests to measure student performance with pinpoint accuracy. A strong school-improvement process and extensive data disaggregation show what's working and what's not. Students are responsible for knowing what they need to do to achieve, and they lead their own parent/teacher conferences. In 2002, the academy was one of two Michigan public schools to receive a double Golden Apple award from the governor, for both high achievement and outstanding improvement on the MEAP tests.

The Charlotte Forten Academy in Detroit (serving children and teens 12-18 years old, 206 students) was created originally for adjudicated youth. It has so impressed parents in the surrounding community that they are lining up to enroll their children. The school is at capacity, with about 50 percent of the students coming from surrounding neighborhoods (not adjudicated).

Nurture. Teach. Inspire.

Michigan Charter Public Schools 101 — A Primer

What Charter Public Schools Are

Charters are public schools, free and open to all, created by 1993 state law. Universities, local and intermediate school districts and community colleges can issue charters. The U.P.'s Bay Mills Community College, with statewide jurisdiction as a tribal college, issues most new charters thanks to the determination of its leaders that all children have access to excellent educational options. Universities have hit a legislatively imposed 150-charter school cap. Charters file 100+ reports with the state and their authorizers each year. Authorizers have dozens of employees scrutinizing these schools, thereby providing unprecedented accountability.

Individualized attention, character education, high academic expectations and parent involvement are hallmarks of charter schools. Michigan has charter public schools that feature specific studies such as the performing arts, automotive, science and health careers, back-to-basics, entrepreneurship, etc.

Statistics (Specific to Michigan, based on U.S. & Michigan Department of Education data, MAPSA and independent studies)

- Families of nearly 83,000 students have chosen Michigan's 216 charter public schools for the 2004-05 school year. More than 4,400 teachers — who *are* certified according to state law — choose to work in charters.
- More than 50% of charter students are minorities; state average is 19%. About 58% qualify for free- or reduced-price lunch, up from 40% in recent years; state average is 33%.
- More than 70% of charter schools saw increases or had steady enrollment for the 2004-05 school year. Macomb County had 41% growth, with 2 new schools; Oakland County had 21% growth, with 5 new schools. Wayne County had 9% growth, an increase of nearly 3,000 students and bringing the total to more than 35,000.
- Nearly 95% of all charters offer middle and/or high-school grades, including 29 that serve high school only.
- Nearly 90% of charters received As, Bs or Cs on their 2004 Education YES! report cards, even though most charters 1) serve primarily urban, economically disadvantaged children who historically struggled in school and 2) are too new and too small to have year-over-year test scores that count toward their grades (such improvement saves many traditional schools from failing grades).
- Charters receive a per-pupil grant of about \$6,800 — equal to or below the average of surrounding districts (often thousands of dollars less) and saving Michigan taxpayers nearly \$85 million a year based on current enrollment. Charters do not receive millage funds or separate monies for maintenance or construction.
- Despite lower funding, charters offer more specialized programs, one-on-one attention, intensive student skill assessments and extended school days. Many also provide more professional development for teachers.
- Charters showed greater gains or tied the state average in seven of 10 elementary and middle school grades/subjects on the 2004 MEAPs. An October 2004 *Detroit News* analysis showed charter high school students accelerating their reading, writing math and science skills faster than the statewide average.
- Detroit, Flint and Grand Rapids charters outpaced the traditional district averages in most grades/subjects by as much as 10-26 percentage points on the 2004 MEAPs.
- 83% of state residents aged 30 to 49 support charters, according to a December 2002 MSU poll. Of all those surveyed, 72% support charters — up from 62% in 1999. A 2004 survey by the National Council of Education Providers shows of parents with public-school children, 84% want to be able to choose a school other than the one to which they're assigned. The survey also showed 41% of residents rate their public schools as providing, "at best, an adequate education to most students."
- About 9% of charter students have special needs, up from 6% a year earlier. State average is 14%. The number grows annually as parents opt for charters' individualized attention and higher expectations. Importantly, charters are leaders in helping students conquer learning challenges, complete individualized education plans and become successful in the regular classroom. This also keeps the charter percentage lower.

Who's Involved

Charter founders include the Rev. Marvin Winans, from the internationally renowned gospel music family; former state Sen. Doug Ross and Detroit social services leader Marilyn Lundy. Others include a former U.S. Drug Enforcement Agency official, YMCA executives, Ford Motor Co. and a group of west Michigan farmers. Detroit has charters named after U.S. Secretary of State Colin Powell and Dr. Benjamin Carson, a native Detroit and world leader in pediatric neurosurgery.

OPERATIONAL CHARTER SCHOOLS ACROSS MICHIGAN

- ◇ 213 charter schools and 3 strict discipline academies serve approximately 83,000 students.

146 licensed by universities

- | | |
|-----------------------|-------------------------|
| • 56 Central Michigan | • 8 Eastern Michigan |
| • 28 Grand Valley | • 8 Oakland |
| • 18 Saginaw Valley | • 7 Lake Superior State |
| • 16 Ferris State | • 5 Northern Michigan |

30 licensed by community colleges

- | | |
|----------------|---------------|
| • 28 Bay Mills | • 1 Washtenaw |
| • 1 Kellogg | |

29 licensed by intermediate school districts

- | | |
|-----------------|-----------------------|
| • 10 St. Clair* | • 1 Cheboygan-Otsego- |
| • 8 Wayne* | Presque Isle |
| • 2 Hillsdale | • 1 Macomb |
| • 2 Saginaw | • 1 Manistee |
| • 1 Allegan* | • 1 Midland |
| • 1 Bay Arenac | • 1 Washtenaw |

11 licensed by local school districts

- | | |
|------------------|--------------|
| • 7 Detroit | • 1 Manistee |
| • 1 Grand Rapids | • 1 Wyoming |
| • 1 Inkster | |

- ◇ A charter school receives the same state aid per student as the local school district in which it is located or a maximum of \$7,000 per student.
- ◇ Charter schools must administer the Michigan Educational Assessment Program (MEAP Test).
- ◇ Charter schools are required to have Michigan certified teachers.
- ◇ Charter schools may not be organized by a church or religious organization in violation of the state or federal constitution.
- ◇ The cap limiting the collective number of charters issued by state universities is 150.

**Authorizers of the strict discipline academies*

Friday, October 22, 2004

Progress outpaces public high schools

Charters gain in MEAP scores

By Brad Heath / The Detroit News

MAPSA 

Michigan Association of Public School Academies
MICHIGAN'S CHARTER SCHOOLS



Elizabeth Conley / The Detroit News

Summit Academy North student Stacy Welch, left, works while teacher Holly Pattenaude helps Jazmyn Lee, who switched to the charter in Romulus for tougher classes.

Rufus Robinson studies at Summit Academy North, where test scores rose in every category last year. The school credits more tracking of students' basic skills.



Charters gain

The percentage of seniors who met state standards on MEAP tests:

Math	2003	2004	Percentage point change
State	59.8%	58.7%	-1.1
Urban*	30.5	30.7	0.2
Charters	35.4	38.1	2.7
Reading			
State	66.8	76.2	9.4
Urban*	46.6	60.6	14
Charters	51.7	62.9	11.2
Science			
State	61.1	63.4	2.3
Urban*	30.8	33.9	3.1
Charters	37	45	8
Social studies			
State	25.6	35	9.4
Urban*	10.7	16.1	5.4
Charters	15.3	19.6	4.3
Writing			
State	60.9	57.8	-3.1
Urban*	41.1	38.3	-2.8
Charters	43.2	41.2	-2

*Weighted averages for 25 urban school districts, such as Detroit, Flint, Ecorse and Lansing

Note: Numbers have been rounded

Source: Michigan Department of Education

The Detroit News

Michigan's charter high schools are making faster progress toward meeting state standards than other public high schools, though they still trail far behind.

Charters' performance in reading, writing, math and science increased faster than the state average. Their scores on Michigan Educational Assessment Program tests already are higher than in the state's inner-city schools.

Proponents say the scores, released last week, are fresh proof that the schools are living up to their promise of improving education for kids struggling in traditional schools. But they acknowledge that — like most schools — they're a long way from meeting a federal requirement that every student master basic skills. And critics say their gains are mostly a sign of how far charters have left to go.

"This is evidence that choices in education are improving scores for kids," said Dan Quisenberry, president of the Michigan Association of Public School Academies, which represents many of the state's charter schools.

That's what Jazmyn Lee had in mind when she switched to a charter school this year. The 15-year-old now spends 45 minutes a day getting from her home in St. Clair Shores to her charter school in Romulus, but she said she's found what she's looking for: tougher classes and demanding teachers.

"I wanted to be challenged," she said.

Last year, 63 percent of seniors in charter schools met state standards in reading, up from 52 percent the year before. Statewide, 76 percent of public school seniors passed the reading MEAP exam last year, compared with 67 percent in 2003.

Principals and teachers at charter schools say they're succeeding by stressing the basics — math, reading and writing — and by constantly changing what they teach to target areas where students are weakest. While many schools adopted similar tactics to keep up with tougher federal standards, charters say their small size gives them added flexibility.

Charters are publicly funded but privately run, meaning parents don't have to pay to enroll their kids.

They've been the subject of a fierce debate in Michigan which began before the state's first charter school opened a decade ago. Critics have long complained charters hurt other public schools by taking away students and tax money. Proponents say competition from charters forces schools to get better.

Most recently, state lawmakers clashed last year over a push to allow more charter high schools to open in Detroit. The higher limit ultimately passed. This year, 86 of the state's 216 charter schools have at least some high school students. But because some didn't have a senior class last year, the state reported test scores for only 52.

Weaknesses tracked

At Summit Academy North, on a quiet street south of Metro Airport, test scores shot up in every subject last year.

That's mostly because the school has done more in recent years to track the areas where their kids need the most help, Principal Jason Hamstra said. Teachers measure basic skills — everything from algebra to how well students can structure an essay — several times a year. Then they change their lessons to stress whatever they find lacking.

They hit the basics this week in a morning literature class. Students clustered around four tables, pouring over drafts of essays about Hamlet. At one table, 16-year-old Rufus Robinson, a junior, worked through a checklist of all the things an essay should have — a thesis, arguments, a conclusion.

Robinson, who lives in Inkster, left a Westland high school this year for Summit. He said teachers at the charter challenge him more and make him focus on basics he missed at his old school. "They try to push us further," Robinson said.

Of approximately 57 Summit seniors tested, 91 percent met standards in reading last year, up from 57 percent the year before. More than 84 percent passed the writing MEAP; 71 percent passed math.

"We've done an excellent job of identifying our specific problems and trying to address them," Hamstra said. "We don't waste time on things that our kids are good at. We really look for the things they need help on."

At Weston Technical Academy on the west side of Detroit, the percentage of students meeting reading standards doubled in a year, to 61 percent. Its MEAP scores in math, science, social studies and writing rose, too. But those scores remain low: fewer than a quarter of the approximately 36 Weston seniors tested met standards in writing or math last year.

This year, Weston required students to wear a uniform. It switched to block scheduling and doubled up on math and English classes and set aside time for teachers to work with kids on subjects that give them problems. "You can't do everything in one year, but we're making a lot of progress," Principal Jim Basel said.

Not every charter improved.

Test scores dropped last year in every subject at the AGBU Alex & Marie Manoogian School, a Southfield charter school that opened as a private school in 1969. Principal Nadya Sarafian said the school's senior class is so small — usually no more than 25 students — that a few students can make big changes in the school's scores.

"Every year is different," she said. "We have a very bright group this year, so I'm sure the scores will go back up."

Some charter high schools had so few students the state didn't report their scores for fear of violating education privacy rules.

Progress questioned

While most charters' scores trail more than 13 points behind state averages on every high school test, they're better than the average for Michigan's urban districts — and they made more progress than urban schools on three of the five exams. About 38 percent of seniors in charters had met state standards in math last year, for example, compared with about 31 percent of students in urban districts.

Experts said comparing charters to the state's urban school districts is the best barometer of how well they're doing because those are the districts most charter students are drawn from. Even still, the scores aren't a perfect measurement because the test — and the students who take it — are different each year.

But the patterns are nonetheless clear.

"What this shows is that charters both outperformed urban schools and improved faster than urban schools," said David Plank, director of Michigan State University's Education Policy Center.

"You could look at this and say the glass is half empty or it's half full," he said. "It looks like charters are proving they can be more effective in reaching a population that's been underserved. But there are still significant differences, and kids in charters tend to have parents who are more involved."

Not everyone is convinced. Gary Miron, a Western Michigan University researcher who has studied charter schools in the state, said their progress is partly explained by the fact that scores at most charters still trail far behind the state average.

"It's easier to show growth when kids aren't performing that well to begin with," he said.

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**February 11, 2005****Detroit to shut schools; 10,600 kids in limbo**

Students will be shifted to other buildings; teachers, staff may face layoffs.

By Christine MacDonald, Doug Guthrie and Darren A. Nichols / The Detroit News

DETROIT -- About 10,600 students will be bound for different buildings this fall as the Detroit Public Schools on Thursday announced it would close 34 schools to cut costs and get the district in sync with its dwindling population.

For teachers and staff, it could mean layoffs. Staff members will be reassigned to other schools, and those with the lowest seniority would be the first to lose their jobs.

For parents, who will be notified in coming days where their children will be assigned, it will mean deciding whether to stick with the district or look for other options.

The 140,000-student district has faced a heavy exodus of students, and experts say the closures could lead to more dramatic population declines.

Shamara Lewis, 16, fought back tears while walking home Thursday from 870-student Chadsey High, one of the schools that will close in June. The 11th-grader is afraid she won't graduate with her friends.

"It makes me want to cry," Lewis said. "My folks are going to be angry, too. But there's not much any of us can do. It's too far gone, too far done."

The anticipated closures, along with previously announced 2,100 staff cuts, are the latest blow to a district that is facing a \$200 million budget deficit and uncertain leadership for at least the next year.

Voters last fall rejected continuing with a state-led reform, but won't elect a new school board until November.

Closing 34 of the district's 252 schools, along with shutting down three other district buildings, will save an estimated \$10 million, district officials say.

Because of the district's continual student decline, Detroit administrators predict they'll need to close a total of 95 schools by 2009, at about 20 to 30 each a year. Combined, all the closures are expected to save \$41 million.

Officials chose the 34 schools based on enrollment, building age and academic performance. In those schools, \$26.7 million of the 1994 \$1.5 billion construction bond was spent on building improvements.

That includes a renovated gym at Chadsey High School. CEO Kenneth Burnley said Thursday he had to spend the money to improve conditions and that they did spend the most money where they felt student enrollment would increase.

Sherlonda Tyrus couldn't fight back her tears when she learned Vandenberg Elementary, where her four children attend class, was closing. She withdrew them from a charter school last year after hearing about Vandenberg's good reputation.

"I don't think it's good because the students need their education and they won't have anywhere else to go. They need to keep it open."

Charles Colding, 34, said hearing his alma mater, Chadsey, is closing is a numbing feeling. He said people will lose the connection and memories they had with the school, which was built in 1931. Magic Johnson's wife, Cookie Johnson, was a 1977 graduate.

"I'm mad because it's not like you can take your kids back and say that's the school I went to," said Colding, who has a 7-year-old son.

Gym teacher Joseph Davis stood beneath a banner in a hallway at Vandenberg directing students as they lined up to leave for the day. The banner exclaimed, "Excellence starts with you."

"I've been here 34 years. I'm a grand-teacher. I've taught the children of my students," Davis said. "I'm OK now, but I'll be in tears when I leave."

Davis said his students have become doctors and lawyers.

"I always told my students when they went off to high school that they have to come back someday and tell me how they are doing," he said. "Now I don't know what to tell them. Where will I be?"

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